

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important to interact and communicate with others. By using language, people will understand what we talk about. Eggins (1994: 3) states that people use language to communicate or interact with others by looking at real examples of language in use. It means that to be able to communicate or negotiate meanings, one should enthusiastically take part in the communication event or interaction in naturally social context. As a second language, English has been an important language to study and concern about. It has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1994). In teaching and learning process, the languages used by the teacher is very important to achieve student's acquisition and comprehension. In this case, Teacher Talk becomes a part of crucial element in English teaching and learning process. Teacher plays a significant role in teaching and learning processes. Harmer (2007: 25) states that the roles teacher performs includes: (1) controller to pupils, especially in grammar exercises and presentation/ explanation; (2) prompter/ motivator who encourages pupils, pushes them to achieve more feeds in a bit of information or language to help them proceed; (3) assessor who tells the pupils how well they have done or gives them grades, etc.; (4) resource whom pupils consult for difficult language items, etc.

The process of teaching and learning occurs in every school level. One of them is in vocational school or SMK. In general, SMK is different from SMA. The learning styles, needs and student's characteristics are very distinguished. The world that necessitate of vocational graduated students, SMK has a ready-made skill in the world of work. In teaching and learning process, teacher is as the center of the students to ask everything that they do not know. In this case, teacher should use every facility in the classroom particularly to support the instructional process. The teacher should not only

emphasis on material fulfillment when teaching, they should also be able to treat the student individuals by the language used or “Teacher Talk”.

Talk has some meanings, they are: a conversation or discussion, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking (Hornby, 1995: 1220). Allwright and Bailey claim that “talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior” (1991, p. 139). Teacher Talk is an essential part of language teaching in an EFL (English as a Foreign Language) context which can convey about noteworthy instructional benefits for teachers when applied precisely and learning opportunities for language learners when noticed purposefully. It can potentially lead to success or failure in teaching and meeting learner needs as Nunan (1991:189) asserts:

Teacher Talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, Teacher Talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

Moreover, the importance of Teacher Talk and its instructional components have been inferred by Stern (1983) who claims that the language teacher’s capability of teaching is determined by language background, previous language teaching experience and formulated theoretical presuppositions about language learning and teaching. All these declared characteristics can affect the quality and effectiveness of Teacher Talk, which is regarded as the major medium of instruction.

In line with the background above, this study is focused on how Teacher Talk carried out by the English teachers of SMK Batik 1 Surakarta. This study believes that Teacher Talk can give different effect to the students.

The way teachers talk not only will define how well they construct their lectures but how will the student learn as well (Yanfen & Yuqin, 2010: 76). The success of teaching and learning process can be seen from the range of teachers talk and the good interactions between teacher and student. Due to the importance of constructing Teacher Talk during English teaching and learning process, this study is interested in conducting research about the Teacher Talk which is entitled “*Teacher Talk in English Teaching and Learning Process at SMK Batik 1 Surakarta in 20015/ 2016 Academic Year*”

1.2 Problem Statement

Based on the background, this study emphasizes on Teacher Talk in English teaching and learning process SMK Batik 1 Surakarta. This study formulates the problem statement as follows:

- 1) What are the categories of Teacher Talk found in English teaching and learning process?
- 2) What is the dominant category of Teacher Talk found in English teaching and learning process?

1.3 Objective of the Study

The objectives of this study are as follows:

- 1) Identifying the categories of Teacher Talk found in English teaching and learning process.
- 2) Identifying the dominant categories of Teacher Talk in English teaching and learning process.

1.4 Limitation of the Study

This study limits on Teacher Talk only which occurred during English teaching and learning process at SMK Batik 1 Surakarta in 2015/ 2016 academic year. Because of the time restriction and teacher’s availability, the data in this study were collected from January, 7th-13th 2016.

1.5 Significance of the study

It is hoped that the results of this study can convey several advantages:

- 1) It can give description to the teacher and the student about how they are expected in teaching and learning process.
- 2) It can be one of references for other researchers who intend to analyze Teacher Talk in English teaching and learning process.
- 3) It can be used as reference to increase student's interest in learning English language.

1.6 Research Paper Organization

The organization of this research paper is represented in order to make the reader understand the content of the paper as follows:

Chapter 1 is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter 2 is review of related literature. This chapter involves the notion of Teacher Talk, formal feature of Teacher Talk, functional feature of Teacher Talk, Flanders' Interaction Analysis Category (FIAC), Foreign Language Interaction (FLINT) system and previous study.

Chapter 3 is research method. This chapter displays the type of the study, object of the study, participants of the study, data and data source, method of collecting, technique for analyzing data and trustworthiness.

Chapter 4 deals with research finding and discussion. This chapter discusses the finding of the category of Teacher Talk and the dominant category of Teacher Talk which occurred during teaching and learning

process in English classes. Furthermore, this chapter discusses the reasons why the certain category of Teacher Talk frequently occurred.

Chapter 5 consists of conclusion, pedagogical implication, and suggestion. Conclusion deals with the answer of the problem statements and the other findings. This chapter also displays the pedagogical implication and some suggestions for other researchers and readers.

This chapter elaborates background of the study, problem statement, objectives of the study, limitation of the study, benefit of the study and research paper organization. The next chapter presents review of related literature.